The Seven Roles of Essential Competencies Mapped through Physical Therapy Clinical Education

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Introduction
The purpose of this study was to evaluate change in MPT students’ essential competencies during clinical placements.

Objectives:
1. To map the Physical Therapist Clinical Performance Instrument (PT-CPI) to the seven Physical Therapist Roles
2. To determine if the essential competencies of MPT students change during clinical placements
3. To estimate which Physical Therapist Role(s) demonstrate the greatest change from the first to sixth clinical placement

Study population and tools:
UBC Masters of Physical Therapy (MPT) students
- Completed 26-month program with 6 five-week clinical placements

Physical Therapist Clinical Performance Instrument 1997 (PT-CPI)¹
- Used by clinical instructors to evaluate MPT students’ performance
- Used a Visual Analogue Scale (VAS) for the 24 Performance Criteria

Essential Competency Profile for Physiotherapists in Canada 2009 (ECPPC)²
- Described 7 Roles in which PTs must demonstrate competence

Methods
Phase 1: Mapping of PT-CPI Performance Criteria to PT Roles
- Delphi Method
- Experts selected
  - Academic faculty
  - PT clinicians
  - MPT students
- 17 of 24 performance criteria from the PT-CPI selected for mapping
- Mapping forms and instructions prepared and distributed
- 420 PT-CPI forms from 2009-2011 UBC MPT cohort (n=70) digitally scanned
- Data entry form created and tested
- Visual Analogue Scales measured
- Performance Criteria converted toRoles
- Role scores analyzed

Phase 2: Determining Change in Essential Competency
- Repeated cross sectional study design
- 381 PT-CPI forms from students (n=65) were analyzed
- Inter-rater reliability for data entry
  - Cronbach’s alpha = 0.98
- Consensus reached? (≥75% agreement)

Results
Phase 1: Mapping
- Participants (n=19)
  - Academic faculty (n=5)
  - PT clinicians (n=9)
  - MPT students (n=5)
- 2 rounds to reach consensus

Phase 2: Determining Change
- Objective 1: Performance criteria were not equally distributed across Roles:
  - There was an over- or under-representation for specific Roles
  - Performance criteria may be redundant and/or they may be comprehensive in capturing different aspects of the Roles
  - Roles 3 and 5 were not represented
  - PT-CPI does not inform whether students gained competency in these Roles

Conclusions

Clinical placements enhanced the students’ essential competencies in 5 Physical Therapist Roles.
PT-CPI may not capture students’ performance across all Roles.
PT-CPI may require revision to align with the ECPPC.


References